

FAST FACTS

Collaboration of ELL/LEP and Title I

The number of students in North Dakota with limited academic English proficiency is continually growing. All districts are required by state and federal law to identify, assess, and provide services to students who qualify as English Language Learners (ELL) or Limited English Proficient (LEP). Federal and state legislation requires school districts to provide appropriate English language development services to assist these students. Schools must have a procedure in place to determine how it will serve the needs of ELLs.

Title I and Title III are programs that focus on identifying at-risk students and providing them with interventions to encourage success in school. Using LEP status as an educational factor in the Title I selection process is allowable, since LEP status would indicate a student would be more at-risk than an English-speaking student.

The PURPOSE of each program:

- Title I: To provide intense interventions with a focus on improving academic achievement.
- Title III: To provide intense instruction with a focus on language to increase English language proficiency and to allow for access to academic content.

There are many SIMILARITIES between Title I and Title III programs such as:

- Part of *No Child Left Behind (NCLB)* Act that significantly affects K-12 education
- Primary focus on “at-risk” students
- Requirements for student eligibility to enter the programs
- Reporting requirements/accountability at the federal, state, and local levels
- Expectation to collaborate with general education
- Focus on research-based curricula and activities

Collaboration Between Title I and Title III

A district is encouraged to consider supplementing the ELL/LEP students' education with Title I services. The most important issue when serving ELL/LEP students in Title I is to comply with the supplement, not supplant regulation.

- The Title I funds and services must be supplemental and not supplant state or local funds and requirements. Students must continue to receive all core instruction in the regular classroom as well as the required appropriate language services. In the Title I program, students must receive extra educational assistance **above and beyond** the regular classroom and their ELL/LEP program. Title I staff may not take the place of regular classroom or the ELL/LEP required staff or services.

Ways to Collaborate Between Title I and Title III:

- Professional Development – Joint trainings.
- RTI – The U.S. Department of Education (USDE), in their guidance on coordinating Title I, Title III, and RTI, defines Response to Intervention as a multi-level framework to maximize student achievement by providing support to students at risk for poor learning outcomes.
- Blended funding – Split staffing (Title I and local funds).
- Program Improvement Plans – These plans can be combined to include required components for both programs and submitted together in one plan.
- Parental Involvement – Since parental involvement is a requirement of both programs, this can be jointly funded (be sure to supplement and not supplant), planned and executed. This includes family nights and events, parent trainings, parent communications and other activities to increase parental involvement.

Contact Information

If you have questions regarding this Fast Facts, please contact the Division of Student Support & Innovation at (888) 605-1951, or by fax at (701) 328-0203.